



Policy Roundtable for Child Care
Wednesday, January 11, 2012
10:00 a.m. – Noon
Conference Room 743
Hahn Hall of Administration
500 West Temple Street, Los Angeles



Meeting Agenda

- | | | |
|-------|---|---|
| 10:00 | 1. Welcome and Introductions | Jacquelyn McCroskey
Chair |
| | a. Comments from the Chair | |
| | b. Review of Minutes | Action Item |
| | • December 14, 2011 | |
| 10:15 | 2. Legislative Report | Adam Sonenshein
Michele Sartell |
| | a. Update on January 1 - Trigger Cuts | |
| | b. State Budget Released January 10, 2012 | |
| | c. Proposed Ballot Measures | |
| | • Our Children Our Future Act | Kim Pattillo- Brownson
Advancement Project |
| 11:00 | 3. Update on First 5 California | Kathy Icenhower
First 5 CA Commissioner |
| 11:20 | 4. Child Care Policy Framework Implementation | Jacquelyn McCroskey |
| | a. Goal I – Expansion of STEP | |
| | • California's Successful Application to Race to the Top – Early Learning Challenge Grant | Kathy Malaske-Samu |
| | b. Goal V – CEO to convene a Strengthening Families Learning Community | |
| | • Update on the Learning Community | Mika Yamamoto
Sam Chan |
| 11:55 | 5. Announcements and Public Comment | Members & Guests |
| 12:00 | 6. Call to Adjourn | Jacquelyn McCroskey |

Mission Statement

The Los Angeles County Policy Roundtable for Child Care builds and strengthens early care and education by providing recommendations to the Board of Supervisors on policy, systems, and infrastructure improvement.

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County of Los Angeles CHIEF EXECUTIVE OFFICE

Kenneth Hahn Hall of Administration
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Chief Executive Officer

Board of Supervisors

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MARK RIDLEY-THOMAS
Second District

ZEV YAROSLAVSKY
Third District

DON KNABE
Fourth District

MICHAEL D. ANTONOVICH
Fifth District

December 27, 2011

To: Supervisor Zev Yaroslavsky, Chairman
Supervisor Gloria Molina
Supervisor Mark Ridley-Thomas
Supervisor Don Knabe
Supervisor Michael D. Antonovich

From:

William T Fujioka *William T Fujioka by Elle F. Sandt*
Chief Executive Officer

RESPONSE TO BOARD MOTION ON THE INDEPENDENT AUDIT OF FIRST 5 LA COMMISSION

On October 25, 2011, on motion by Mayor Michael D. Antonovich and Supervisor Mark Ridley-Thomas, the Board instructed: 1) the County Counsel to prepare a proposed amendment to County Ordinance 98-0078 Section 1 (part) 1998 in 30 days, which improves the transparency and efficacy of First 5 LA by establishing it as an agency of the County with independent authority over the strategic plan and the local trust fund, as described in Health and Safety Code Section 130140; and 2) the Chief Executive Officer (CEO), in consultation with County Counsel and the Auditor-Controller (A-C); and with input from the Board offices and First 5 Commission, to report back in 30 days on all aspects of the proposed amendment and transition process.

The First 5 Commission (First 5 LA), also known as the Proposition 10 Commission, was created by County ordinance in December 1998 with the passage of Proposition 10, which calls for the investment of tobacco tax revenues in health, safety, and educational programs aimed at improving the lives of children from birth to age 5. In December 1999, Los Angeles County adopted an amendment to its ordinance designating First 5 LA as a separate legal public entity.

In working towards responding to your request, the CEO, in conjunction with County Counsel and the Auditor-Controller obtained input from each Board office to discuss some of the related policy issues, as well as proposed actions that we believe will result in improvements to the transparency, efficacy, and efficiency of First 5 LA, including the key areas of fiscal oversight, contracting, and personnel without the need to make First 5 LA a County agency. In addition, we received input from various

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members of the First 5 LA Commission, and reviewed the findings and recommendations outlined in the Harvey M. Rose reports on First 5 LA. We strongly recommend that the Commission implement the recommendations identified in the Harvey Rose reports. Several of the areas, including the structure of the Commission; fiscal and accounting, contracting and procurement, and employment practices that we identify below, are consistent with the findings identified by Harvey M. Rose.

Structure of the Commission

Health and Safety Code Section 130140 sets specific rules regarding the composition of local commissions by requiring a minimum of five and a maximum of nine members. Your Board chose to have the maximum nine members on the County's First 5 LA commission, and also created three ex-officio members. The nine voting members are the Chair of the Los Angeles County Board of Supervisors; five members, each appointed by one member of the Board of Supervisors; the Heads of the Los Angeles County Departments of Public Health (DPH) and Mental Health (DMH); and a representative of the Los Angeles County Office of Education. The three non-voting members are representatives of the Los Angeles County Policy Roundtable for Child Care; the Inter-Agency Council on Child Abuse and Neglect; and the Commission for Children and Families.

It is within your Board's discretion to establish the local Commission's governing body, within statutory parameters. Thus, your Board has the option of determining if a different composition would better meet your goals of transparency and efficacy; however, one member must be a County Supervisor, and two members must be department heads from the following County departments: DPH, Health Services, DMH, Public Social Services, and Children and Family Services (DCFS). Although we are not recommending a change to the overall number of voting members of the Commission, we recommend that the Board strongly consider amending the ordinance to add the Director of DCFS as a voting member of the Commission. In order to maintain the current number of nine voting members, the Board will need to change the status of an existing voting member, and consider making this individual an ex-officio representative who would continue to serve in an advisory capacity to the Commission.

Separate Legal Entity or a County Agency

As previously mentioned, in December 1999, Los Angeles County adopted an amendment to its ordinance designating First 5 LA as a separate legal public entity. At this time, we are not recommending a change to this designation, and recommend that First 5 LA remain a separate public entity.

To improve the Commission's fiscal policies and practices, your Board can amend the ordinance to require the Commission to adopt the County's fiscal policies and practices, as outlined in the County's Fiscal Manual, in the areas of budgeting, contracting, procurement, and auditing. The ordinance could be further amended to provide the ability to contract with the County for any services that fall within these areas. In addition, the ordinance could be amended to recommend that First 5 LA use the County's eCAPS financial reporting system. The County would be reimbursed for any services the Commission contracts for with the County from the First 5 LA trust fund. Lastly, the ordinance currently requires the Commission to prepare and adopt an annual financial audit that is submitted to the Commission for review and approval. The ordinance could be amended to expand the scope, type, and frequency of audits to ensure compliance with approved fiscal controls, program budgets, and other areas.

Fair Employment Practices

Health and Safety Code Section 130140 requires that salaries and employee benefits of local commission employees conform with local commission or County policies. Consequently, First 5 LA must have a comprehensive policy establishing salaries and employee benefits of its employees. The Board could direct CEO (or another department) to review First 5 LA's classification and compensation structure. This report could focus on issues of disparate salaries and classification comparisons.

Furthermore, the Board may amend the ordinance to require First 5 LA to follow fair employment practices, or require First 5 LA to use County procedures as a non-binding guide for employment practices.

Fiscal Oversight and Reporting

In order to enhance the areas of fiscal transparency, accountability, and communications, we also recommend amending the ordinance to direct the commission to establish a standing Budget and Finance Advisory Committee to review, at a minimum, the proposed budgets, including an analysis of budgeted versus actual spending and an analysis of all proposed new expenditures. This would assist the commission in its annual budget approval process. Furthermore, we recommend that the Board amend the ordinance to require First 5 LA to send quarterly reports to the Board on issues including First 5 LA contracts, program implementation, accounting and budget (a fiscal scorecard), outcome measures, and any other issues the Board deems appropriate. The CEO, in conjunction with the A-C could assist First 5 LA in preparing a standard reporting format for this presentation.

Each Supervisor
December 27, 2011
Page 4

Please let me know if you have any questions, or your staff may contact David Seidenfeld, Manager CEO, at (213) 974-1457, or via email at dseidenfeld@ceo.lacounty.gov.

WTF:BC
DS:ljp

c: Executive Office, Board of Supervisors
Auditor-Controller
County Counsel
Children and Family Services
Mental Health
Public Health
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Los Angeles County Office of Education
Los Angeles County Policy Roundtable for Child Care
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January 7, 2012

A Poverty Solution That Starts With a Hug

By NICHOLAS D. KRISTOF

PERHAPS the most widespread peril children face isn't guns, swimming pools or speeding cars. Rather, scientists are suggesting that it may be "toxic stress" early in life, or even before birth.

This month, the American Academy of Pediatrics is issuing a landmark warning that this toxic stress can harm children for life. I'm as skeptical as anyone of headlines from new medical studies (Coffee is good for you! Coffee is bad for you!), but that's not what this is.

Rather, this is a "policy statement" from the premier association of pediatricians, based on two decades of scientific research. This has revolutionary implications for medicine and for how we can more effectively chip away at poverty and crime.

Toxic stress might arise from parental abuse of alcohol or drugs. It could occur in a home where children are threatened and beaten. It might derive from chronic neglect — a child cries without being cuddled. Affection seems to defuse toxic stress — keep those hugs and lullabies coming! — suggesting that the stress emerges when a child senses persistent threats but no protector.

Cues of a hostile or indifferent environment flood an infant, or even a fetus, with stress hormones like cortisol in ways that can disrupt the body's metabolism or the architecture of the brain.

The upshot is that children are sometimes permanently undermined. Even many years later, as adults, they are more likely to suffer heart disease, obesity, diabetes and other physical ailments. They are also more likely to struggle in school, have short tempers and tangle with the law.

The crucial period seems to be from conception through early childhood. After that, the brain is less pliable and has trouble being remolded.

"You can modify behavior later, but you can't rewire disrupted brain circuits," notes Jack P. Shonkoff, a Harvard pediatrician who has been a leader in this field. "We're beginning to get a pretty compelling biological model of

why kids who have experienced adversity have trouble learning.”

This new research addresses an uncomfortable truth: Poverty is difficult to overcome partly because of self-destructive behaviors. Children from poor homes often shine, but others may skip school, abuse narcotics, break the law, and have trouble settling down in a marriage and a job. Then their children may replicate this pattern.

Liberals sometimes ignore these self-destructive pathologies. Conservatives sometimes rely on them to blame poverty on the poor.

The research suggests that the roots of impairment and underachievement are biologically embedded, but preventable. “This is the biology of social class disparities,” Dr. Shonkoff said. “Early experiences are literally built into our bodies.”

The implication is that the most cost-effective window to bring about change isn’t high school or even kindergarten — although much greater efforts are needed in schools as well — but in the early years of life, or even before birth.

“Protecting young children from adversity is a promising, science-based strategy to address many of the most persistent and costly problems facing contemporary society, including limited educational achievement, diminished economic productivity, criminality, and disparities in health,” the pediatrics academy said in its policy statement.

One successful example of early intervention is home visitation by childcare experts, like those from the Nurse-Family Partnership. This organization sends nurses to visit poor, vulnerable women who are pregnant for the first time. The nurse warns against smoking and alcohol and drug abuse, and later encourages breast-feeding and good nutrition, while coaxing mothers to cuddle their children and read to them. This program continues until the child is 2.

At age 6, studies have found, these children are only one-third as likely to have behavioral or intellectual problems as others who weren’t enrolled. At age 15, the children are less than half as likely to have been arrested.

Evidence of the importance of early experiences has been mounting like snowflakes in a blizzard. For example, several studies examined Dutch men and women who had been in utero during a brief famine at the end of World War II. Decades later, those “famine babies” had more trouble concentrating and more heart disease than those born before or after.

Other scholars examined children who had been badly neglected in Romanian orphanages. Those who spent more time in the orphanages had shorter telomeres, a change in chromosomes that’s a marker of accelerated

aging. Their brain scans also looked different.

The science is still accumulating. But a compelling message from biology is that if we want to chip away at poverty and improve educational and health outcomes, we have to start earlier. For many children, damage has been suffered before the first day of school.

As Frederick Douglass noted, “It is easier to build strong children than to repair broken men.”

I invite you to comment on this column on my blog, On the Ground. Please also join me on Facebook and Google+, watch my YouTube videos and follow me on Twitter.

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Policy Roundtable for Child Care

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MEETING MINUTES

December 14, 2011

10:00 a.m. – 12:00 p.m.

Conference Room 743

Kenneth Hahn Hall of Administration

500 West Temple Street

Los Angeles, California

1. WELCOME AND INTRODUCTIONS

a. Comments from the Chair

Dr. Jacquelyn McCroskey, Chair of the Policy Roundtable for Child Care (Roundtable), opened the meeting at 10:05 a.m. Members and guests introduced themselves.

Dr. McCroskey referred members and guests to their meeting packets for a copy of the memo dated November 21, 2011 and entitled “First 5 LA and Early Care and Education” that she wrote to Mr. William T Fujioka outlining key points to consider as efforts are underway to restructure the County’s relationship with First 5 LA. The memo is a response to Mr. Fujioka’s request for input and addresses the issue of *ex officio* representation by bringing attention to the value the Roundtable brings to decisions made by First 5 LA. Dr. McCroskey noted that the County does not have a single department that deals with early care and education, although there are intersections with multiple departments. The memo clarifies the assembled expertise of the Roundtable that is currently represented through Mr. Duane Dennis.

On a related matter, Mr. Dennis reported that the First 5 lawsuit has been resolved. The Court revoked the Governor’s efforts to divert funding from the First 5 Commissions. For Los Angeles County, \$424 million dollars set aside while the lawsuit was pending is now available to support programs serving children and families.

Mr. Dennis also mentioned that First 5 LA is in the midst of a search for a new Executive Director since Ms. Evelyn Martinez resigned. The new Board of Supervisors Chair, Supervisor Zev Yaroslavsky, is likely to address the structure for conducting the search at the special meeting of First 5 LA called for December 15, 2011.

Lastly, Mr. Dennis mentioned that the First 5 LA Commission is examining its School Readiness initiative and Family Literacy program. Historically, the School Readiness initiative has been a project of the State Commission, yet requiring a match in funds from the local First 5 Commissions. As no more state funds are forthcoming, First 5 LA is considering reworking the school readiness initiative (as well as the Family Literacy project), which would likely result in issuing new Requests for Proposals (RFPs). The Commission is looking at the deficits in the early care and education field, with attention targeted to infants and toddlers related to access, the quality of the workforce, and parent engagement. Mr. Dennis added that some attention may be paid to license-exempt care (family, friend and neighbor).

Dr. McCroskey urged Mr. Dennis to utilize Roundtable members in these planning efforts. She noted that the Commission responsibilities can very time consuming and challenging as conflicts frequently arise when money is on the table. Mr. Dennis agreed that the Roundtable is in a unique position to frame the policy issues to help guide the development of these program strategies. Ms. Kathy Malaske-Samu added that shifting the focus of school readiness to infants and toddlers is a new way of thinking, however requires considering the needs of families for full day services.

b. Review of Meeting Minutes – November 9, 2011

Ms. Fran Chasen moved to accept the minutes as written; Ms. Connie Russell seconded the motion. The motion passed unanimously.

c. Approval of Bylaw Changes

▪ **Mission Statement**

Ms. Malaske-Samu reminded members of their vote to amend the by-laws last month. As reference, a final copy of the amended by-laws was included in the meeting packets.

▪ **Alternates**

Members, except those serving as Board appointees, were reminded to identify alternates. Alternates may vote in the member's absence. In the event that neither the member nor the alternate may attend a meeting, a department representative can fulfill the attendance requirement, however the alternate will not be authorized to vote on Roundtable business.

2. CHILD CARE POLICY FRAMEWORK IMPLEMENTATION

Dr. McCroskey briefly mentioned work underway to make timely matches between child care and development programs with vacancies and families who need services. Dr. McCroskey asked for volunteers to participate on a committee to talk about how to best identify vacancies and facilitate timely connections.

On another note, Dr. McCroskey proposed changing the regular meeting date of the Roundtable to avoid conflict with a standing DCFS monthly meeting, suggesting possibly the third or fourth Wednesday of the month. Ms. Malaske-Samu will take a poll of members regarding optimal monthly meeting days and times.

a. Goal I – Expansion of the Steps to Excellence Project (STEP)

Ms. Malaske-Samu announced that the Office of Child Care now has a five-year contract with Los Angeles Universal Preschool (LAUP) for sustaining and expanding STEP. The Board of Supervisors approved the contract, funded by First 5 LA, on December 6, 2011. And, Ms. Helen Chavez has returned as the STEP Project Coordinator. The expectations are to expand STEP into five new communities each year for a total of 36 communities by the end of contract. More information on how the communities will be identified is forthcoming.

An exciting piece of the work is the research component built into the contract. The STEP staff are in the early stages of defining what is wanted from the evaluation, to be followed by hiring an evaluator. Ms. Malaske-Samu added that Ms. Doris Monterroso is returning to serve as the

training consultant responsible for coordinating the STEP training efforts and Ms. Mariela Balam, an Office of Child Care staff member, has been appointed as the person responsible for outreach. A lesson learned thus far – STEP is more effective when it connects with existing networks. Some of new communities will be where there is an existing network and others where there is the potential for building networks.

b. Goal III – County Departments will work collaboratively to expand access to child development services for targeted client groups.

Ms. Dora Jacildo reported on the recent meeting of the work group that includes Ms. Charlotte Lee and Dr. Sam Chan, commenting that it was a good start to the ongoing conversation on how to serve targeted populations. Ms. Jacildo spoke to her experience in working with children and families experiencing homelessness in Long Beach as a possible model, including lessons learned. She discussed the importance of identifying the needs of families experiencing homeless, suggesting that it is more about understanding homelessness and measuring our personal responses. Working with families experiencing homelessness requires building partnerships and sometimes with a partner that does not always show up for meetings. On the other hand, the families with whom she works receive case management services that require them to comply with their levels of assistance. The family's day is scheduled with things to do to help them move to housing. As such, how we think about high quality child care and development services does not necessarily match the best approach for working with her client population. For example, no-cost part-day child care and development services are not meaningful for families that are spending their day doing things that will help them transition to housing.

Ms. Jacildo noted that Long Beach is in the process of redefining homelessness. Housing and Urban Development (HUD) has defined homelessness as on the streets for at least 24 hours. As of January 1, 2012, the U.S. Department of Education will expand the definition to include, for example, couch surfing and living in settings with multiple occupants. As result, this broader population of families will be eligible for services.

Among the challenges for child care and development services are their expectations of how families participate in their programs. Showing up every day, dropping off and picking up children by specific times can be a challenge for a family without transportation resources. Children Today's experience with the auditor for their California Department of Education/Child Development Division (CDE/CDD) contract is illustrative of another challenge. The auditor noticed that the family only is eligible for care from 8:30 a.m. to 12:30 p.m., not the full day as is being provided. Children Today's response related to looking out for the best interest of child, including guarantees that the children receive breakfast while assuring that the CDE/CDD is only charged for the hours of eligibility. Ms. Jacildo stated that Children Today's child care and development program is a place for parents not to worry about losing their services because they cannot comply with the center rules. She suggested that training of child care and development programs and policy modifications will be needed to accommodate for the families experiencing homelessness. Ms. Jacildo concluded her comments by quoting Ms. Lee, "being poor is a full time job."

Ms. Lee reported that she has 70 case managers exclusively servicing the needs of homeless families. The case managers are looking at what they can do to appropriately connect families with child care and development services. She referred to the earlier comments regarding timely connections between families and programs with vacancies – families do not have the time to call around to find a program with an opening.

In closing, Dr. McCroskey encouraged members and guests to visit Children Today's center at the multi-service center in Long Beach.

c. Goal V – Chief Executive Office (CEO) to convene a Strengthening Families Learning Community

Dr. Chan reviewed the goal for the Strengthening Families Learning Community and related it to the movement to adopt a Strengthening Families framework as a way of thinking about our work with children and families that has arrived and is growing as we enter January 2012. He reflected briefly on the Early Childhood Development Symposium held in November 2011, bolstered by Dr. Jack Shonkoff's "constructive dissatisfaction", which suggests addressing systems from a different approach that presses beyond the science of early childhood to a language of connection.

Dr. Chan reported on the planning meeting for the Strengthening Families Learning Community held on October 27, 2011 where department representatives talked about their work from their respective approaches in relationship to the Strengthening Families framework. Next is the launch of the Strengthening Families Learning Community scheduled for January 26, 2012. These discussions are timely and consistent with work occurring in the provider community, among community-based organizations, and across philanthropic organizations, leading all the way to the federal level. To that end, Dr. Chan mentioned other upcoming discussions that are opportunities for intersect

- Early Head Start providers are scheduled to meet on January 18, 2012,
- ICARE (Infancy, Childhood and Relationship and Enrichment) Network Session on mental health and early care and education is scheduled for January 23, 2012, and
- Infant Development Association (IDA) of California and the Southern California Association for the Education of Young Children (SCAEYC) is hosting the Vivian Weinstein Leadership Day: Critical Roadmap Options for Early Childhood on February 27, 2012.

3. UPDATE ON THE DEPARTMENT OF PUBLIC HEALTH

▪ **Programs for Children and Families**

Dr. Robert Gilchick provided an overview of the work of the Department of Public Health (DPH) distinct from the Department of Health Services (DHS). While the DHS delivers health care services to *individuals* residing in Los Angeles County, the DPH delivers health protection, disease prevention and health promotion services to the *population* of Los Angeles County. See Dr. Gilchick's PowerPoint presentation for his quick overview. In addition, he distributed a folder of materials describing programs and resources that are under the purview of the DPH.

Ms. Aizita Magaña, Project Manager of the Emergency Response and Preparedness Program, next presented on the DPH pilot project to improve pandemic and emergency preparedness of child care networks in Los Angeles County. See Ms. Magaña's PowerPoint presentation for a thorough description of DPH's partnership with the Child Care Resource and Referral Agencies/Alternative Payment Programs to prevent the spread of influenza and ensure children are vaccinated against pertussis.

4. KATIE A. LAWSUIT, PRACTICE MODELS AND SERVICES TO YOUNG CHILDREN

Ms. Lesley Blacher of the Chief Executive Office relayed that in 2002 a class action lawsuit was filed against Los Angeles County and the State of California, charging that children in foster care or at risk of entering foster care were not receiving the mental health services to which they were entitled. In 2003, Los Angeles County settled their portion of the lawsuit, while the State continued to fight until recently. In resolving the lawsuit, Los Angeles County agreed to a corrective action plan and set of objectives for an enhanced foster care plan that includes mental health services. In 2008, the objectives were incorporated into the County's strategic action plan and then adopted by the court in 2009. Currently, the County is working on complying with the settlement agreement.

Dr. Gregory Lecklitner of the Department of Mental Health (DMH) spoke to the case against the State of California, which resolved with a three year agreement that includes a six month planning process. The resolution should be helpful to Los Angeles County in that it addresses the financing of services and would implement a core practice model encompassing a Strengthening Families approach, case coordination and more (see copy of Appendices of Proposed Stipulated Judgment Pursuant to Class Action Settlement Agreement distributed at meeting).

Dr. Lecklitner reported that since 2005, the DMH has assigned 200 clinical staff to DCFS regional offices to help Children's Social Workers (CSWs) navigate mental health services and implement screening processes for all children entering and already in the County system; 60,000 mental health screenings have been conducted by Children's Social Workers to date, of which 60 percent have resulted in referrals for more in depth assessment and treatment. To date, \$120 million dollars of mental health funding has been added to the system to enhance the availability of mental health services for DCFS involved children. The County is in the process of expanding the Wraparound program from a capacity of 1,200 to 4,200 children. A component of the effort is reviewing the quality of services provided, including evaluating child outcomes as well as implementation of the core practice model.

Mr. Robert Wiltse talked about the training component of the core practice model, referring to the handouts *Los Angeles County Shared Core Practice Model Overview* and the three County department memo dated November 14, 2011 entitled "Shared Practice Model". Mr. Wiltse mentioned one of the challenges will be helping staff change their current practices from throwing services to behaviors to actually looking at underlying needs. DCFS is working with DMH to train staff; each office has coaching groups to help staff understand how practice can make them more effective and guide them as they apply the principles in working with children and families. In the future, they will look to child care and development services as a valuable part of the families' team and a means for reducing families' re-entry into the child welfare system. With respect to coaching, this is perceived as the linchpin to ensuring that the training is reinforced and creating systems change over time.

Comments/questions:

- How much funding is needed to fully meet conditions of court? The settlement results in a five year effort that is targeted for compliance by 2014, including implementation of the strategic plan and meeting the data requirements. The cost is \$250 million per year, some of which will be covered under Medi-Cal eligibility or the Child Health and Disability Prevention Program.

- Does the decree only target children under the jurisdiction of child welfare? The settlement agreement applies to children under DCFS supervision and to preventing children at risk of entering the system.

It was noted that the child care and development system serves children with potential mental health issues. Efforts are underway to look at the mental health concerns of children not part of the child welfare system. In the past, a proposal for funding to address this population was submitted to First 5 LA, however the proposal was denied. It was suggested that a proactive approach be initiated to develop a plan with which to approach First 5 LA as a new proposal. There are elements of the core practice model that align with the Strengthening Families approach and could be applied much more broadly.

5. ANNOUNCEMENTS AND PUBLIC COMMENT

None provided.

6. CALL TO ADJOURN

The meeting was adjourned at 12 p.m.

Commissioners Present:

Ms. Jeannette Aguirre	Ms. Kathy Malaske-Samu
Dr. Nora Armenta	Dr. Jacquelyn McCroskey
Dr. Sam Chan	Ms. Stacy Miller
Ms. Fran Chasen	Ms. Terri Nishimura
Mr. Duane Dennis	Ms. Connie Russell
Ms. Ann Franzen	Mr. Adam Sonenshein
Dr. Robert Gilchick	Ms. Mika Yamamoto
Ms. Dora Jacildo	Ms. Ruth Yoon
Ms. Charlotte Lee	

17 of 22 members, or 77% were in attendance.

Guests:

Mr. John Berndt, Los Angeles County Office of Education (LACOE) Head Start
Ms. Lesley Blacher, Los Angeles County Chief Executive Office
Ms. Ellen Cervantes, Child Care Resource Center
Ms. Melody Darden, Community Coalition
Ms. Mary Hammer, South Bay Center for Community Development
Ms. Sandy Hong, UCLA Center for Improving Child Care Quality
Ms. Jennifer Hottenroth, Department of Children and Family Services
Ms. Elesha Kingshoff, ZERO TO THREE
Dr. Gregory Lecklitner, Department of Mental Health
Ms. Jennifer Marcella, UCLA Center for Improving Child Care Quality
Ms. Aizita Magaña, Los Angeles County Department of Public Health
Ms. Maria Muniz, Community Coalition
Ms. Kate Sachnoff, First 5 LA
Mr. Robert Wiltse, Department of Children and Family Services

Staff:

Ms. Michele Sartell



County of Los Angeles Policy Roundtable for Child Care



Executive Summary

January 11, 2012

Governor's FY 2012-13 Proposed Budget Child Care and Development Services and Related Programs

Overview

The Governor's State Budget proposal for 2012-13 released on January 5, 2012 would reduce funding for and restructure the administration of child care and development services.

Major Funding Reductions Proposed for 2012-13: Total proposed funding for child care and development programs, excluding after school programs, for 2012-13 is \$1.5 billion, consisting of \$585.3 million in non-Proposition 98 General Fund, \$310.2 million in Proposition 98 General Fund, and \$557.9 million in federal funds. The funding reflects a reduction of \$446.9 million from non-Proposition 98 child care and development programs (e.g. all child development programs, except part-day State Preschool) and a reduction of \$69.9 million for part-day State Preschool. Funding for families receiving cash aid through CalWORKs and enrolled in Stage 1 Child Care totals \$442 million General Fund/TANF and is contained within the Department Social Services budget. According to the *Governor's Budget Summary 2012-13*, the reduction will result in the elimination of 62,000 child care slots statewide in 2012-13.¹

Child Care and Development Reductions

The Governor's proposed reductions to child care and development are:

- **Federal Work Requirements:** A decrease of \$293.6 million in non-Proposition 98 General Fund by requiring families to meet federal welfare-to-work requirements. This change will eliminate services to families who do not work a required minimum number of hours. Families enrolled in part-day State Preschool are exempt as the program is not intended to meet the needs of full-time working parents. As a result, 46,300 slots statewide will be eliminated. (See the next section, CalWORKs and CalWORKs Child Care for a description of the Governor's proposal to align eligibility and criteria for low-income working family child care services with federal TANF rules for work participation requirements.)
- **Income Eligibility Ceilings Reduced:** A decrease of \$43.9 million in non-Proposition 98 General Fund and \$24.1 million in Proposition 98 General Fund by reducing the income eligibility ceilings from 70 percent of the State Median Income (SMI) to 200 percent of the federal poverty level (FPL).² With this reduction, 15,700 child care slots statewide would be eliminated.
- **COLA Eliminated:** A decrease of \$29.9 million in non-Proposition 98 General Fund and \$11.7 million in Proposition 98 General Funds by eliminating the statutory cost-of-living adjustment (COLA) for capped non-CalWORKs child care programs.

- **RMR Reimbursement Ceiling Reduced:** A decrease of \$11.8 million in non-Proposition 98 General Fund by reducing the reimbursement ceilings for voucher-based programs from the 85th percentile of the private pay market based on the 2005 Regional Market Rate (RMR) survey data to the 50th percentile based on the 2009 survey. Rates for license-exempt providers will remain comparable to current levels; license-exempt providers will be required to meet certain health and safety standards as a condition of receiving reimbursement.
- **SRR Reduced:** A decrease of \$67.8 million in non-Proposition 98 General Fund and \$34.1 million in Proposition 98 General Fund by reducing the Standard Reimbursement Rate (SRR) for California Department of Education/Child Development Division (CDE/CDD)-contracted centers by 10 percent.³

Administrative Restructuring of Child Care and Development Services

The Governor proposes to significantly restructure the administration of child care and development services as follows:

- In the budget year, the CDE will continue to administer services payment contracts with Alternative Payment (AP) Programs and CDE/CDD-contracted centers.

Beginning in 2013-14:

- Eligibility and payment functions will shift from the AP Programs and CDE/CDD-contracted centers to the counties, though counties may contract with these agencies to perform the payment function. All eligible families, including families currently enrolled in CDE/CDD-contracted centers, will receive a voucher for payment to a provider of their choosing. Responsibility for administration of services for approximately 142,000 children statewide will shift from the CDE/CDD to the counties. The CDE/CDD will continue to administer the part-day State Preschool program.
- Families meeting federal work requirements will receive a work bonus issued by the county welfare departments to better support working families.
- The Administration is proposing legislation effective 2013-14 to require counties and AP Programs to identify and collect overpayments. The legislation will impose sanctions on agencies that do not reduce the incidence of overpayments and to providers and families who commit intentional program violations. Savings would be reinvested into child care slots.

CalWORKs and CalWORKs Child Care

The proposed budget makes workload adjustments for child care programs as follows:

- **Stage 2 Child Care:** Reduces the budget by \$26.3 million in non-Proposition 98 General Fund to reflect a decline in the number of eligible Stage 2 beneficiaries. An estimated 9,000 children diverted to Stage 2 from Stage 3 as a result of the 2010-11 veto will re-enter Stage 3. Total base workload cost for Stage 2 is \$416.2 million.

- **Stage 3 Child Care:** Increases budget by \$4.5 million in non-Proposition 98 General Fund reflecting a relatively flat caseload. The transfer of 9,000 children from Stage 2 is expected to be offset by the number of children who will be dis-enrolled due to the contract reduction included in the 2011 Budget Act. Total base workload cost is \$148.1 million.

The Governor proposes “redesigning and refocusing” the CalWORKs program to prioritize resources to families most likely to become employed and to manage the program with the state’s available resources by creating two sub-programs:

- **CalWORKs Basic Program:** Designed to serve families moving toward self-sufficiency by providing up to 24 months of welfare-to-work services, including child care. Clients that fail to meet the welfare-to-work requirements will result in a sanction equal to the adult portion of the grant; clients that fail to meet the federal work requirements after 24 months, or cases in sanctions for more than three months, will be dis-enrolled from CalWORKs.
- **CalWORKs Plus:** Would serve clients working sufficient hours in unsubsidized employment to meet federal work participation requirements, generally 30 hours per week (20 hours per work for families with children under six years old). Effective April 2013, clients meeting the federal work participation requirements will be rewarded with a higher grant level by allowing them to retain more of their earned income through a higher income disregard. Families would have full access to supportive services and child care. Benefits will continue up to 48 months as long as clients continue to meet work participation requirements through unsubsidized employment. After 48 months, the adult will no longer be aided, however the higher income disregard will remain available as long as employment continues.

To facilitate the transition, all currently aided eligible adults will be eligible for up to six months of welfare-to-work services and child care following the October 2012 implementation of the CalWORKs Basic Program.

In addition, the Administration proposes aligning eligibility and need criteria for low-income working family child care services with federal TANF rules for work participation requirements. Over time, the three-stage child care system for current and former CalWORKs recipients and programs serving low-income working parents will be replaced with a work-based child care system administered by county welfare departments. Beginning July 1, 2013, working families receiving child care but not participating in the CalWORKs program will receive a \$50 per month supplemental work bonus as part of the Administration’s effort to increase support for working families.

Related Programs

The Governor has proposed reductions to additional programs closely related to child care and development programs as a means to balance the budget as follows:

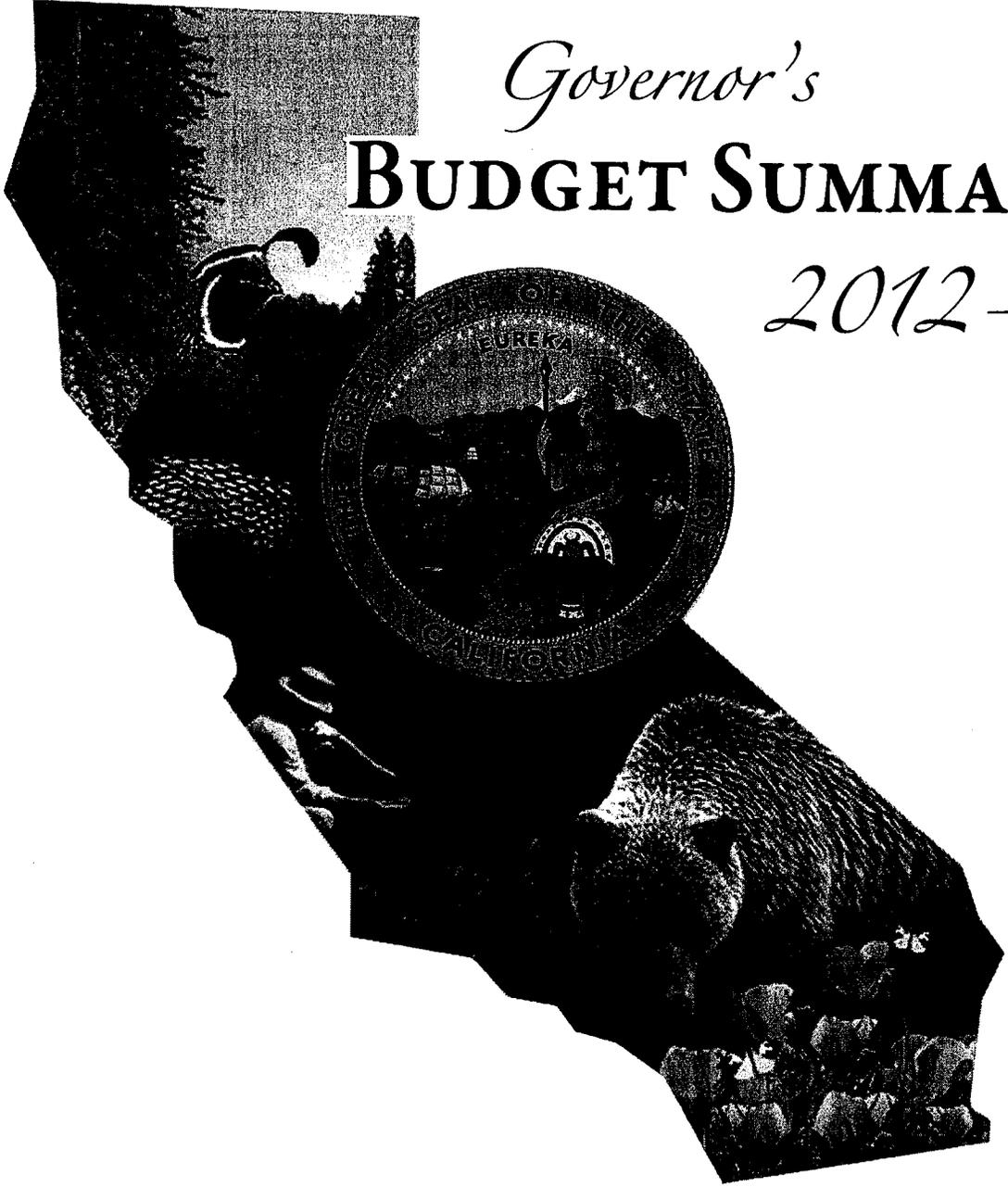
- **Transitional Kindergarten:** A decrease of \$223.7 million Proposition 98 General Fund to reflect the elimination of the requirement that schools provide transitional kindergarten instruction beginning in the 2012-13 academic year.

- **Child Nutrition Program Subsidy to Private Entities:** A decrease of \$10.4 million non-Proposition 98 General Fund in 2012-13 to reflect the elimination of supplemental reimbursement for free and reduced-price breakfast and lunch serve at private schools and private child care centers.

¹ Brown, Jr., E.G. *Governor's Budget Summary 2012-13*. State of California, January 10, 2012.

² According to the Budget Summary, 200 percent of FPL is equivalent to 61 percent of the SMI for a family size of three, reflecting a reduction in the income ceiling from \$42,216 to \$37,060.

³ Currently, the maximum reimbursement rate is \$34.38 per day (adjusted for certain factors such as age of child and disability) for general child care programs (non-Proposition 98) and \$21.22 per day for State Preschool.



Governor's
BUDGET SUMMARY
2012-13

To the California Legislature
Regular Session 2011-12

EDMUND G. BROWN JR.
GOVERNOR

State of California

INTRODUCTION

California's fiscal condition is improving. A year ago, the state faced an immediate \$26.6 billion shortfall and future estimated annual budget gaps of \$20 billion. This year, the state faces a \$9.2 billion budget problem and future annual budget gaps of \$5 billion or less.

The on-time 2011 Budget Act balanced the budget by cutting billions of dollars in spending and realigning state programs. This year, the Governor's Budget proposes a balanced solution by cutting more deeply into spending while also increasing revenues. The Governor will ask voters in November to approve a Constitutional Amendment to prevent deep cuts to education and guarantee funding for public safety at the local level.

The Budget builds on last year's progress by continuing to move government closer to the people, protect education and public safety programs from the worst of the cuts, improve government efficiency, and pay down debt. The balanced budget will provide fiscal stability, make California more attractive for business and investment, and accelerate the state's economic recovery.

SUBSTANTIAL PROGRESS HAS BEEN MADE

The enacted 2011 Budget made substantial progress in stabilizing California's finances. It rejected the past approach of over-relying on one-time solutions and instead substantially shrank the ongoing deficit.

DEPARTMENT OF SOCIAL SERVICES

The DSS administers programs that provide services and assistance payments to needy and vulnerable children and adults in ways that strengthen and preserve families, encourage personal responsibility, and foster independence.

The Budget includes \$17.5 billion (\$6.2 billion General Fund), a decrease of \$2.3 billion General Fund from the Budget Act of 2011. This significant decrease primarily is due to reflecting savings associated with 2011 Realignment within the appropriate DSS programs. These savings were reflected in a statewide item in the 2011 Budget Act rather than in individual department budgets.

CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY TO KIDS

The CalWORKs program is California's version of the federal Temporary Assistance for Needy Families (TANF) program. For low-income families with children, the program provides temporary cash assistance to meet basic needs and welfare-to-work services so that families may become self-sufficient. The program recognizes the different needs in each county and affords them flexibility in program design and funding.

After many consecutive years of decline in caseload, the CalWORKs program has experienced significant growth in recent years due to the severe economic downturn. Absent the program changes described below, the average monthly caseload in this program is estimated to be 597,000 families in 2012-13, a 0.5-percent increase from the 2011 Budget Act projection. This represents almost a 30-percent increase compared to the low point of 460,000 cases in 2006-07. The proposed changes to CalWORKs are estimated to reduce the 2012-13 caseload projection to 324,000 families, a 44.8-percent decrease from the 2011-12 estimate after accounting for cases transferred into the new Child Maintenance program.

Prior to CalWORKs, the state administered the Aid to Families with Dependent Children (AFDC) program, which provided cash assistance to needy families regardless of whether or not recipients were working. California's AFDC program caseload peaked at 921,000 cases in 1994-95. The state also operated the Greater Avenues to Independence employment program which, because of limited funding, only served a small portion of adults receiving aid. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 fundamentally reformed the nation's welfare system and included provisions to convert the AFDC entitlement program to TANF, a block grant program with work requirements and lifetime time limits.

Effective January 1, 1998, CalWORKs replaced the AFDC program. Consistent with the federal welfare reform law, CalWORKs contains time limits on the receipt of aid and linked eligibility for aided adults to work participation requirements. As part of CalWORKs, the state included a safety net program to provide monthly assistance payments to children whose parents are not eligible for aid. In 2005, the federal welfare reform was modified to further restrict countable work activities and to require states to have 50 percent of the program's caseload meeting federal work participation levels.

In the early years of CalWORKs, counties were successful in getting many of the most readily employable CalWORKs families to enter the labor market. This was evidenced by the substantial decline in the welfare caseload, which decreased from a high of 921,000 cases in 1994-95 to an all-time low of 460,000 cases in 2006-07. Subsequently, with the steep rise in national and state unemployment stemming from the recession, the caseload has increased and its composition has changed. A significant share of the caseload has not been subject to work participation requirements. This is in addition to the portion of caseload that is required to participate in work activities but is not doing so. Over time, the safety net and child only caseload has become larger than the caseload that is subject to work requirements. Additionally, because of severe budget constraints, recent grant and earned income disregard reductions, as well as cuts to employment and child care services described later, have further reduced the "work first/work pays" goals of the program. Major programmatic changes are necessary to refocus the work emphasis of the program in light of both the composition of the current CalWORKs caseload and the state's limited resources.

Absent any changes, General Fund costs in CalWORKs are projected to grow by more than half a billion dollars in 2012-13 compared to the 2011 Budget Act. The primary drivers of this increase are expiration of "short-term reforms" and an increased caseload projection. The short-term reforms, which have been included in the Budget on a one-time basis each year since 2009-10, have achieved savings through a significant reduction in the amount of funding made available to counties to provide employment services and child care to CalWORKs recipients. Families with a child between the ages of 12 and 23 months, or with two or more children under the age of six, have been exempt from work requirements. Over time, these short-term reforms have significantly eroded the work focus of the CalWORKs program, prevented assistance to needy clients on a path to success, and left the state more vulnerable to costly federal work participation penalties.

Proposal to Balance the Budget:

Redesigning and Refocusing the CalWORKs Program. The CalWORKs program is a “work first” program that encourages employment as the most direct method of achieving self-sufficiency. With the impacts of the Great Recession still lingering, the changes described below are necessary to refocus the CalWORKs program to prioritize resources on the families most likely to become employed and to manage the program within the state’s available resources. The new strategy creates two subprograms within CalWORKs, each with differing grant structures, services arrays, and time limits:

- **CalWORKs Basic Program.** The CalWORKs Basic program will serve families moving toward self-sufficiency by providing up to 24 months of welfare-to-work services, including job search, employment training, child care, and barrier removal services (e.g., substance abuse, mental health, and domestic violence recovery assistance). Effective October 2012, clients not participating in sufficient hours of unsubsidized employment after an initial job search will be placed in the CalWORKs Basic program and will be required to participate in welfare-to-work activities. After the first 12 months, the adult will again participate in job search. If, during the second 12 months, the adult remains unable to find unsubsidized employment, the adult will continue to participate in welfare-to-work activities, including subsidized job placements. As in the current program, failure to meet welfare-to-work requirements will result in a sanction equal to the adult portion of the grant. Clients unable to meet federal work participation requirements after 24 months, or cases in sanction status for more than three months, will be disenrolled from CalWORKs.
- **CalWORKs Plus Program.** The CalWORKs Plus program will serve those clients working sufficient hours in unsubsidized employment to meet federal work participation requirements, generally 30 hours per week (20 hours per week for families with children under the age of six). Effective April 2013, this program will reward clients who meet federal work participation requirements with a higher grant level by allowing them to retain more of their earned income through a higher income disregard (first \$200 earned and 50 percent of subsequent income disregarded for purposes of computing the monthly grant level). For a family of three, this equates to an average increase of \$44 per month. These clients will also have full access to supportive services and child care. These benefits will continue for up to 48 months as long as clients continue to meet work participation requirements through unsubsidized employment. After 48 months, the adult will no

longer be aided, but the higher earned income disregard will remain available if the employment continues.

This new design will use incentives to encourage unsubsidized employment and focus available resources on early client engagement. State and federal rules regarding hours of required participation will be aligned. This, combined with eliminating current state rules regarding core and non-core work activities, will afford counties maximum flexibility under federal law. Sanction months will count toward the 48-month time limit, further emphasizing the importance of work. As a package, the proposal will save the CalWORKs program \$1.1 billion in 2012-13.

Transition to Success. To assist families in obtaining employment sufficient to meet federal work participation requirements, all currently aided eligible adults will be eligible for up to six months of welfare-to-work services and child care following the October 2012 implementation of the CalWORKs Basic program. Prior to this transition, \$35.6 million will be provided to counties to serve these families.

Providing Additional Work Supports. Consistent with the proposal to redesign and refocus the CalWORKs program, the Administration proposes to align eligibility and need criteria for low-income working family child care services with federal TANF rules for work participation requirements. Over time, the three-stage child care system for current and former CalWORKs recipients and programs serving low-income working parents will be replaced with a work-based child care system administered by county welfare departments. (Refer to "Reduce Child Care Costs and Restructure Administration of Child Care" in the K-12 Education chapter for more information.) In addition, the Administration proposes to create a state benefit to increase support for low-income working families. Beginning July 1, 2013, the state will provide working families receiving CalFresh benefits or child care, but who are not in the CalWORKs program, with a \$50-per-month supplemental work bonus. Providing this additional benefit to working families will increase the state's work participation rate and help avoid federal TANF penalties.

CHILD MAINTENANCE PROGRAM

The Budget provides continued support to children from low-income families. Beginning in October 2012, the state will create a new Child Maintenance program to provide for child well-being through basic support to children whose parents are not eligible for aid under the restructured CalWORKs program. Income and resource eligibility criteria for the Child Maintenance program will be the same as for CalWORKs families, but the

HEALTH AND HUMAN SERVICES

Child Maintenance program grant will be less than the current amounts available for child-only cases. This will decrease the average monthly grant for child-only cases from \$463 to \$392. When combined with CalFresh benefits, the full monthly grant will be sufficient to keep families of three with CalFresh-eligible adults at approximately 64 percent of the federal poverty level. Children will be aided as long as they meet eligibility criteria, including a new requirement to participate in an annual well-child exam. There are estimated to be 296,000 Child Maintenance cases on average each month in 2012-13.

Because Child Maintenance cases are outside of the state's welfare-to-work program, they will have minimal case management and an annual reporting requirement. These cases can move to the CalWORKs Plus program anytime by obtaining unsubsidized employment sufficient to meet federal work participation requirements. Every six months, work-eligible adults who still have time remaining on the 48-month aid clock may ask for one month of child care to attend job search. If a sanctioned adult still has time remaining on the 48-month aid clock and the 24-month services clock, the family can transfer to the CalWORKs Basic program after complying with a welfare-to-work plan for at least two months. The cost of this program partially offsets the savings in CalWORKs, resulting in a net savings of \$946.2 million.

IN-HOME SUPPORTIVE SERVICES

The In-Home Supportive Services (IHSS) program provides domestic services such as housework, transportation, and personal care services to eligible low-income aged, blind, and disabled persons. These services are provided to assist individuals to remain safely in their homes and prevent institutionalization.

The Budget proposes \$1.4 billion General Fund for the IHSS program in 2012-13, a decrease of \$292.3 million General Fund from the revised 2011-12 IHSS budget. General Fund costs are significantly higher in the revised current year projection than in the 2011 Budget Act primarily because of erosions to savings previously assumed. Specifically, General Fund costs of \$231 million result from a six-month delay in extending the state sales tax to IHSS providers, a two-month delay in implementing the Community First Choice Option for enhanced federal funding, a two-month delay in eliminating services for recipients without health care certification, and from not implementing the medication dispensing machines proposal. Additionally, an increase of \$130 million accounts for savings from program integrity efforts already being captured in the caseload projections. The average monthly caseload in this program is estimated to be 423,000 recipients in 2012-13, a 2.5-percent decrease from the 2011-12 projected level.

The funding levels above reflect a \$2.5 billion increase in the Proposition 98 minimum guarantee in 2012-13 assuming passage of the Governor's tax proposal and the revenues from the initiative are budgeted on an accrual basis.

In addition to proposing new revenues, the Budget includes a series of adjustments or "rebenchings" of the Proposition 98 guarantee. Two rebenchings of the Proposition 98 guarantee in 2011-12, for the inclusion of special education mental health services and the exclusion of most child care programs from within the guarantee, are adjusted based upon 1986-87 level costs for those programs. This 1986-87 level cost methodology was used for previous rebenchings and, therefore, the change provides a single and consistent methodology for all rebenching adjustments. An additional adjustment is made for special education mental health services in 2012-13 for costs funded in 2011-12 out of Proposition 63 funds, ensuring that the guarantee is fully adjusted for the program.

K-12 BUDGET ADJUSTMENTS

Proposals to Balance the Budget:

- Proposition 98 Savings Adjustments—A combined reduction of \$373.2 million to reflect: (1) elimination of the policy rebenching made to hold Proposition 98 harmless from the elimination of sales tax on gasoline, and (2) changes to two rebenchings of the Proposition 98 guarantee in 2011-12, for the inclusion of special education mental health services and the exclusion of most child care programs from within the guarantee, to conform them to the methodology used for previous rebenchings.
- Restructure Administration and Reduce Child Care Costs—A decrease of \$446.9 million in Non-98 General Fund and \$69.9 million in Proposition 98 General Fund to State Department of Education (SDE) child care programs to reflect changes to reimbursement rates, and to reflect the alignment of eligibility for low-income working family child care services with federal welfare-to-work work participation requirements. These changes are consistent with the Administration's proposal to restructure CalWORKs, which will focus limited state resources on low-income parents working a required number of hours (See the "Child Care" section for details.)
- Child Nutrition Program Subsidy for Private Entities—A decrease of \$10.4 million Non-98 General Fund in 2012-13 to reflect the elimination of supplemental

reimbursement for free and reduced-price breakfast and lunch served at private schools and private child care centers.

- State Special Schools Unallocated Reduction—A decrease of \$1.8 million Non-98 General Fund in 2012-13 to reflect a reduction in discretionary funding for the California Schools for the Deaf in Fremont and Riverside and the School for the Blind in Fremont.
- California State Library—A reduction of \$1.1 million Non-98 General Fund to reflect a decrease in anticipated administrative workload resulting from 2011-12 trigger reductions that eliminated \$15.9 million in local assistance programs.
- Special Education Property Tax Adjustment—A decrease of \$24.3 million Proposition 98 General Fund for special education programs in 2011-12 to reflect increased property tax revenues from redevelopment agencies as a result of the ruling in *California Redevelopment Association v. Matosantos*.

Other Significant Adjustments:

- K-12 Deferrals—An increase of \$2.2 billion Proposition 98 General Fund to reduce inter-year budgetary deferrals.
- Transitional Kindergarten—A decrease of \$223.7 million Proposition 98 General Fund to reflect the elimination of the requirement that schools provide transitional kindergarten instruction beginning in the 2012-13 academic year. These savings will be used to support existing education programs.
- Charter Schools—An increase of \$50.3 million Proposition 98 General Fund for charter school categorical programs due to charter school growth.
- Special Education—An increase of \$12.3 million Proposition 98 General Fund for Special Education ADA growth.
- K-14 Mandates Funding—An increase of \$110.1 million to support a new block grant program for K-12 and community college mandates as discussed further below.
- Cost-of-Living Adjustment Increases—The Budget does not provide a cost-of-living-adjustment (COLA) for any K-14 program in 2012-13. The projected 2012-13 COLA is 3.17 percent, which would have provided a \$1.8 billion increase to the extent Proposition 98 resources were sufficient to provide that adjustment. A deficit factor will be established in 2012-13 for school district and county office of

education revenue limit apportionments to reflect the lack of a COLA, ensuring that funding in future years is used to restore this adjustment.

- Local Property Tax Adjustments—An increase of \$196 million for school district and county office of education revenue limits in 2011-12 as a result of lower offsetting property tax revenues. An increase of \$627 million for school district and county office of education revenue limits in 2012-13 as a result of reduced offsetting local property tax revenues.
- Redevelopment Agency Elimination—An increase of \$1.1 billion in offsetting local property taxes for 2012-13 due to the elimination of redevelopment agencies.
- Average Daily Attendance (ADA)—A decrease of \$694 million in 2011-12 for school district and county office of education revenue limits as a result of a decrease in projected ADA from the 2011 Budget Act. An increase of \$158 million in 2012-13 for school district and county office of education revenue limits as a result of projected growth in ADA for 2012-13.
- Unemployment Insurance—An increase of \$21.8 million in 2012-13 to fully fund the additional costs of unemployment insurance for local school districts and county offices of education.
- Child Nutrition Program—An increase of \$37.2 million for 2012-13 in SDE federal local assistance funds to reflect growth of nutrition programs at schools and other participating agencies.
- Fresh Fruit and Vegetable Program—An increase of \$2 million for 2012-13 in SDE federal local assistance funds for the Fresh Fruit and Vegetable Program, which provides an additional free fresh fruit or vegetable snack to students during the school day.
- Child Care—The significant workload adjustments for Child Care programs are as follows:
 - Stage 2—A decrease of \$26.3 million non-Proposition 98 General Fund in 2012-13, reflecting primarily the decline in the number of eligible CalWORKs Stage 2 beneficiaries. Nearly 9,000 children whose families were determined eligible for diversion services as a result of the Stage 3 veto in 2010-11 will lose Stage 2 eligibility and re-enter Stage 3 in the budget year. Total base workload cost for Stage 2 is \$416.2 million.

- Stage 3—A net increase of \$4.5 million non-Proposition 98 General Fund in 2012-13 that reflects a relatively flat caseload. The anticipated transfer of nearly 9,000 children from Stage 2 to Stage 3 in the budget year is offset by the number of children who will be disenrolled in the current year due to the contract reduction included in the 2011 Budget Act. Total base workload cost for Stage 3 is \$148.1 million.
- Capped Non-CalWORKs Programs—On a workload basis, the Budget provides an increase of \$29.9 million in non-Proposition 98 General Fund to fund the statutory COLA of 3.17 percent for capped child care programs, and an increase of \$11.7 million in Proposition 98 General Fund to fund the COLA for part-day preschool. However this COLA is eliminated as part of the child care reductions.
- Child Care and Development Funds (CCDF)—A net increase of \$14.9 million federal funds in 2012-13 reflecting removal of one-time carryover funds available in 2011-12 (\$3.5 million), an increase of \$23.2 million in carryover funds, and a decrease of \$4.8 million in available base grant funds.

Ballot Trigger Reduction:

- If new revenues are not achieved, the Proposition 98 guarantee will drop by \$2.4 billion in 2012-13. In addition, Proposition 98 will be rebench to shift K-14 General Obligation Bond debt service costs into Proposition 98, resulting in additional savings of \$2.4 billion. As a result, total program funding for Proposition 98 will drop by \$4.8 billion, which will eliminate the \$2.2 billion repayment of inter-year budgetary deferrals proposed in the Budget for 2012-13. The remaining \$2.6 billion reduced from Proposition 98 would equate to shortening the school year by more than three weeks. The Administration will work with school officials and stakeholders to develop legislation that protects education programs, but allows schools to develop and implement necessary contingency plans.

Significant Other General Fund Policy Issues:

- Greater Flexibility and Accountability—California's school finance system has become too complex, administratively costly and inequitable. There are many different funding streams, each with its own allocation formula and spending restrictions. Many program allocations have been frozen and no longer reflect demographic and other changes. Furthermore, the fiscal flexibility

construction fee while continuing construction of new classrooms using bond proceeds, fee revenues and local funds.

CHILD CARE

BACKGROUND ON THE EXISTING CHILD CARE SYSTEM

Subsidized Child Care includes a variety of programs designed to support the gainful employment of low-income families. These programs are primarily administered by the SDE through non-Proposition 98 funding and the annual federal Child Care and Development Fund grant. Additionally, part-day preschool programs—funded through Proposition 98—meet a child care need, but are also designed as an educational program to help ensure children develop the skills needed for success in school. All programs, with the exception of preschool, are means-tested and require that families receiving subsidies have a need for child care, which means all adults in the family must be working or seeking employment, or are in training that leads to employment. The part-day State Preschool program is an exception to the need-based requirement because it is primarily an education program. Most programs are capped, drawing eligible families from waiting lists, while those specifically limited to CalWORKs families or former CalWORKs families have been funded for all eligible recipients.

The major capped programs include General Child Care, State Preschool, Alternative Payment Program, and Migrant Child Care. CalWORKs programs include: Stage 1, administered by the Department of Social Services (DSS), is for families on cash assistance whose work activities have not stabilized; Stage 2, administered by the SDE, is for those CalWORKs families with stable work activities and for families who are transitioning off of aid, for up to two years; and Stage 3, also administered by the SDE, has been reserved for families who have successfully transitioned off of aid for more than two years and still have a child care need.

Total funding for SDE child care programs in 2011-12 is \$2 billion, consisting of \$1.1 billion in non-Proposition 98 General Fund, \$373.7 million in Proposition 98 General Fund, and \$543.1 million in federal funds. Stage 1 child care totals \$428.3 million General Fund/TANF and is included in the DSS budget. Collectively, the SDE programs are estimated to serve 298,600 average monthly enrolled children and Stage 1 child care serves 44,300 children, for a current-year average monthly total of 342,900.

**REDUCE CHILD CARE COSTS AND RESTRUCTURE
ADMINISTRATION OF CHILD CARE**

Total funding proposed for SDE child care programs in 2012-13 is \$1.5 billion, consisting of \$585.3 million in non-Proposition 98 General Fund, \$310.2 million in Proposition 98 General Fund, and \$557.9 million in federal funds. The \$1.5 billion total funding reflects a \$446.9 million reduction to child care programs funded from non-Proposition 98 General Fund, and a reduction of \$69.9 million in Proposition 98 General Fund for part-day preschool. Funding for cash-aided families who are currently enrolled in Stage 1 child care totals \$442 million General Fund/TANF and is included in the DSS budget. Collectively, the SDE and DSS programs are estimated to serve 292,900 average monthly enrolled children in 2012-13. This figure reflects the elimination of 62,000 child care slots and other caseload changes.

The reductions to SDE child care programs reflect changes to reimbursement rates. They also reflect the alignment of eligibility and need criteria for low-income working family child care services with federal income eligibility rules and welfare-to-work participation requirements. These changes are consistent with the Administration's proposal to restructure CalWORKs, which will focus limited state resources on low-income families working a required number of hours (see Department of Social Services in the Health and Human Services section). Over time, the three-stage child care system for current and former CalWORKs recipients, and programs serving low-income working parents, will be replaced with a work-based child care system administered by county welfare departments.

By focusing the state's subsidized child care programs on supporting work, the state will be able to maximize the number of available child care slots within constrained resources. Using Proposition 10, federal and other local funds, local entities can invest in program quality improvement based on local needs and priorities.

The child care reductions consist of the following:

- A decrease of \$293.6 million in non-Proposition 98 General Fund by requiring families to meet federal welfare-to-work participation requirements. This change will eliminate services for families who do not work a required number of hours. Part-day preschool programs will not be affected by this reduction, as these programs are not intended to meet the full-time needs of working parents. This reduction will eliminate about 46,300 child care slots.

- A decrease of \$43.9 million in non-Proposition 98 General Fund and \$24.1 million in Proposition 98 General Fund by reducing the income eligibility ceilings from 70 percent of the state median income to 200 percent of the federal poverty level. This level equates to 61.5 percent of the state median income for a family size of three, reflecting a reduction in the income ceiling from \$42,216 to \$37,060. This reduction will eliminate about 15,700 child care slots.
- A decrease of \$29.9 million in non-Proposition 98 General Fund and \$11.7 million in Proposition 98 General Fund by eliminating the statutory COLA for capped non-CalWORKs child care programs.
- A decrease of \$11.8 million in non-Proposition 98 General Fund by reducing the reimbursement rate ceilings for voucher-based programs from the 85th percentile of the private pay market, based on 2005 market survey data, to the 50th percentile based on 2009 survey data. To preserve parental choice under lower reimbursement ceilings, rates for license-exempt providers will remain comparable to current levels, and these providers will be required to meet certain health and safety standards as a condition of receiving reimbursement. (A corresponding \$5.3 million General Fund decrease is made to Stage 1 in the DSS budget.)
- A decrease of \$67.8 million in non-Proposition 98 General Fund and \$34.1 million in Proposition 98 General Fund by reducing the standard reimbursement rate for direct-contracted Title 5 centers by 10 percent.

Components of the administrative restructuring of child care consist of the following:

- Beginning in 2013-14, families meeting federal work requirements will receive a work bonus issued by the county welfare departments to better support working families.
- In the budget year, the SDE will continue to administer services payment contracts with alternative payment programs (which administer voucher-based programs) and Title 5 centers. Contracts with alternative payment programs for funding remaining after the reimbursement rate and eligibility reductions will be consolidated. Priority for voucher-based services will be given to families whose children are recipients of child protective services, or at risk of being abused, neglected, or exploited, and cash-aided families. Cash-aided families that are currently enrolled in Stage 1 will continue to receive child care services.
- Beginning in 2013-14, the eligibility and payment functions will shift from the alternative payment programs and Title 5 centers to the counties, though counties may contract with these agencies to perform the payment function. All eligible

families, including those currently enrolled in Title 5 centers, will receive a voucher for payment to a provider of their own choice. This will shift responsibility for the administration of services for approximately 142,000 children from the SDE to the counties. The SDE will continue to administer part-day preschool programs.

- The Administration is also proposing legislation, effective in 2013-14, to require counties and alternative payment programs to identify and collect overpayments. The legislation also imposes sanctions on agencies that do not reduce the incidence of overpayments, and it also imposes sanctions on providers and families who commit intentional program violations. Any savings will be reinvested in child care slots.

CALIFORNIA STATE LIBRARY

The 2011-12 Budget included the elimination of \$15.9 million in General Fund support for the following discretionary programs administered by the California State Library: the Public Library Foundation (\$3 million), the California Library Services Act (\$8.5 million), the California English Acquisition and Literacy Program (\$3.7 million), the California Civil Liberties Public Education Program (\$450,000), and the California Newspaper Project (\$216,000).

To conform to these local assistance reductions, the Budget proposes a reduction of \$1.1 million Non-98 General Fund to reflect a decrease in associated administrative workload. Despite this reduction, the California State Library will continue to preserve California's history and cultural heritage, and share its collection of historic documents with the citizens of California.

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Summary of 2012 Ballot Measures Related to Education and Child Care and Development

Name of Ballot Measure	Estimated Revenue	Proposed Use of New Revenue	How Revenue is to be Generated	Impact on Child Care and Development Services
Millionaire's Tax To Restore Funding for Education and Essential Service Act of 2012	\$6 billion	Establishes the California Funding Restoration Trust Fund and related Trust Funds. Funds are to be allocated in following manner: <ul style="list-style-type: none"> • 60% to Public Education Funding Restoration Trust Fund ~ <ul style="list-style-type: none"> • 60% to LEAs, 13.33% to Community Colleges, 13.33% to UCs, 13.33% to CSUs • 25% into the Children and Senior Services Funding Restoration Trust Fund allocated to Counties • 10% to the Public Safety Funding Restoration Trust Fund • 4.9% to Road and Bridge Maintenance Funding Restoration Trust Fund. • 1% to CA Funding Restoration Administrative Account 	Beginning January 2012: <ul style="list-style-type: none"> • a rate of 3% on all incomes between \$1 and \$2 million; and • 5% on all incomes over \$2 million 	There may be funds in the Children and Senior Services Funding Restoration Trust Fund that could be applied to back fill reductions in funding through California Department of Education; however the funds are allocated through counties.
Local Taxpayers, Public Safety, and Local Services Protection Act of 2012	No new revenues	<ul style="list-style-type: none"> • Shift of existing revenues from State to local governments to cover the costs of programs realigned in 2011 • Prohibits state from shifting any further responsibilities to local government without shifting sufficient revenues 	NA	Would provide a major disincentive to re-alignment of additional services (such as child care).
Government Spending Limit	No Revenue	<ul style="list-style-type: none"> • Sets limit for expenditures each year for state and local governments based on per capita growth • Limits revenues in excess of spending limits to: <ul style="list-style-type: none"> • Paying down debt, reserve fund, return to taxpayers 	NA	Would permanently shrink the state budget and effectively not allow any restoration or growth in child care and development funding.
Fund for Free State Resident Tuition at UC or CSU	Not stated	<ul style="list-style-type: none"> • Allow free tuition to the UC or CSU schools for four consecutive years if students maintain a minimum GPA 	Increase tax rate: <ul style="list-style-type: none"> • By 10% for incomes of \$250,000 to \$500,000 • By 11% for incomes over \$500,000 	Applies only to four year state college system. Not clear if additional funds could pay for all UC/CSU costs and free up other general fund dollars or only create additional funding to work with general fund dollars.
Protect Homeowners and Close Corporate Tax Loopholes	Not stated	<ul style="list-style-type: none"> • 90% to provide additional money for local school districts that will increase the minimum funding guaranteed by Prop 98 • 10% to counties for expenses in re-evaluating property. 	Ensures that: <ul style="list-style-type: none"> • commercial property tax rates are updated to fair market value • re-evaluations increased to every three years 	Will increase general fund and increase the funds that must be allocated under Prop 98 guarantee for K-12. Will impact part-day State Preschool, but not necessarily create more funding designated for the other child care and development programs.

Name of Ballot Measure	Estimated Revenue	Proposed Use of New Revenue	How Revenue is to be Generated	Impact on Child Care and Development Services
Schools and Local Public Safety Protection Act of 2012 (Governor's Ballot Initiative)	\$7 billion	<ul style="list-style-type: none"> New tax revenue is guaranteed to go directly to local school districts and community colleges Cities and counties are guaranteed ongoing funding for public safety programs and child protective services 	Increases income rates for five yrs for single filers: <ul style="list-style-type: none"> 10.3% - \$250,000 to \$300,000 10.8% - \$300,001 to \$500,000 11.3% - over \$500,000 Married filer's income levels are higher Restores some sales taxes 	Other state revenues are freed up to help balance the budget and prevent more cuts to seniors, working families, and small businesses. It is possible that only part-day State Preschool will benefit as the measure does not guarantee restoration of cuts or increases to other child care and development programs.
Our Children Our Future: Local Schools and Early Education Investment Act.	\$10 billion	<ul style="list-style-type: none"> 85% of funds will be allocated to local public/charter schools, county schools, and schools for children with special needs 15% will be used to improve and expand public preschool and early childhood development programs Initiative goes back to voters in 12 years Amended version submitted on 12/12/11 	Sliding scale income tax rate increases beginning with individuals earning more than \$7,316.	<ul style="list-style-type: none"> \$300 million to restore funding to early childhood education programs to FY 2008-09 levels \$5 million to Community Care Licensing to increase licensing inspections \$10 million for a database system to track educational progress \$40 million to develop and implement and maintain a child care Quality Rating and Improvement System (QRIS); remaining funds to strengthen and expand early childhood education services Includes an infant care set aside Establishes the California Early Head Start Program
Tax Oil to Find Education Act	\$3 billion		15% severance tax on the production of oil and natural gas in California	Prop 98 does not apply to these funds, so no direct impact. These funds would be in addition to whatever funding would normally be allocated to K-12. No less pressure on other areas of budget.

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS **ATTACHMENT 3**

	Power of Preschool	Educare Best Practices
<p>Data Collection and Evaluation</p>	<p>Participate fully in a formal evaluation and data collection process administered by F5CA and/or its designee.</p> <p>First 5 CA will support local policy and fiscal commitments by contributing to quality improvements.</p>	<p>Use data collection and analysis to drive quality and ensure student success</p> <ul style="list-style-type: none"> • Program agrees to participate in a national, multi-site Implementation Study • Programs secure a local evaluation partner (LEP) to assist in the design and implementation of ongoing local program evaluation and the national Implementation Study • Program engages in a system of reciprocal, regular data feedback and utilization for: <ul style="list-style-type: none"> ○ Continuous program improvement ○ Individualized planning for children and families • Parents are engaged in ongoing communication about their child's screenings and assessments
<p>Class Size and Staff/Child Ratios</p>	<p>Preschool: 8:1 or 10:1 with appropriate teacher qualifications Infant: 3:1 (TS) or 4:1 (EHS) Toddler: 4:1 (6:1 with Toddler License)</p>	<p>Maintain small class size and high staff/child ratios(3:8 for 0-3 and 3/17 for 3-5)</p> <ul style="list-style-type: none"> • Infant-toddler rooms have a minimum of 3 adults and a maximum of 8 children in each classroom • Preschool rooms have a minimum of 3 adults and a maximum of 17 children in each classroom
<p>Staff Qualifications</p>	<p>Commit to a qualified diverse workforce to Reach Quality Standards. Preschool Teachers and staff will be qualified and compensated using, as a minimum, State preschool Program standards and rates in the area. Recruit and train a qualified workforce. Provide professional development requirements and activities. Implement Strategies to Recruit, Support, and Train a Diverse and Qualified Workforce with local colleges and universities.</p> <p>Requires:</p> <p>Entry Level:</p>	<p>Maintain high staff qualifications and intensive staff development</p> <ul style="list-style-type: none"> • In each classroom: <ul style="list-style-type: none"> ○ Lead Teacher with a Bachelor's degree in early childhood education or its equivalent; ○ Assistant Teacher with an Associate's degree in early childhood education or its equivalent; ○ Teacher Aide with a high school diploma/GED and courses or credential in child development • Master Teachers have advanced degrees in early childhood education and, for 0-3 classrooms, have

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS

Power of Preschool		Educare Best Practices
	<p>Master Teacher: 24 units of college-level work in early childhood education (ECE), including designated core courses and 16 general education units*</p> <p>Assistant Teacher: 6 units of college-level work in ECE</p> <p>Advancing Level:</p> <p>Master Teacher: 60 units of college-level work (or AA) with 24 units of college-level work in ECE, including designated core courses and 16 general education units*</p> <p>Assistant Teacher: 12 units of college level work in ECE (recommend 30 units of college-level work)</p> <p>First 5 Quality Level:</p> <p>Master Teacher: BA plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <p>Assistant Teacher: Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)</p> <p>(The Educare Master Teachers are at a level more on par with Site Supervisors or Program Directors on the California Child Development Matrix, which enables them to supervise single or multiple sites.)</p> <p>Power of Preschool programs do not have Family Support Supervisors – some may have Case Managers. This position is more in line with the School Readiness Program.</p>	<ul style="list-style-type: none"> • special experience/training in infancy • If staff credentials above are not fully implemented, the agency plan to achieve the requirements includes clear definitions of qualifications and well-articulated expectations for staff to achieve them • Master Teachers oversee no more than 4 classrooms in order to provide intensive coaching, mentoring and support to classroom staff and to promote excellent classroom practice and staff retention • Family Support Supervisors have Master's degrees in Social Work or its equivalent; Family Support Specialists have Bachelor's or Master's degrees in an appropriate field • With their supervisors, all staff members develop individual plans for professional development • Auxiliary staff (floaters/permanent substitutes) are available to maintain ratios and support participation in professional development activities • Specific support is provided for ongoing education for all staff pursuing degrees in ECE/CD

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS **ATTACHMENT 3**

	Power of Preschool	Educare Best Practices
<p>Continuity of Care</p>	<p>Power of Preschool does not require continuity of care. Infant and toddlers were added in 2010 and the stated requirement was that they met income eligibility based on CDE income criteria.</p>	<p>Provide continuity of care to help children develop secure relationships</p> <ul style="list-style-type: none"> • Primary caregiving is in place for both 0-3 and 3-5 • Each primary caregiver is assigned no more than four infants/toddlers or nine preschoolers • A child remains with the same teaching team from entry until they transition to preschool (from 0-3) or kindergarten (from preschool) • Strategies are used to retain staff and maintain staff group assignments (including for Family Support)
<p>Parent Support and Involvement</p>	<p>Implement Family Outreach and Involvement. Connect with Wrap-around Child Care and Other Family Supports as needed.</p> <p>Power of Preschool programs may have this type of parent support as part of the criteria, Educare criteria is more in line with School Readiness.</p>	<p>On-site family support and strong parent engagement</p> <ul style="list-style-type: none"> • Family Support Specialists have small caseloads averaging 30 or fewer families • Staff engage in activities and strategies to support parents in three key areas that evidence shows are related to helping parents promote and sustain their children's learning and later success in school: <ul style="list-style-type: none"> ○ Promote and enhance the parent/child relationship ○ Provide parents with information about their child's growth and development ○ Encourage parents' involvement and advocacy in the education of their child and their child's school • Strong relationships are developed with community organizations to facilitate referrals for needed services for children and families that are not available on site, especially for mental health services <p>The program fosters development of strong, positive relationships among children, families, and staff</p>

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS **ATTACHMENT 3**

	Power of Preschool	Educare Best Practices
<p>Reflective Practice and Supervision</p> <p>Parent Engagement – Interdisciplinary Program Support</p>	<p>Some Power of Preschool counties have implemented reflective practice and supervision – whether it meets the Educare criteria is uncertain.</p> <p>Invite and support parent and family partnership and involvement in all aspects of the program, including leadership in program design, implementation, and evaluation.</p> <p>Plan for at least two individual conferences with parent(s) per year (Title 5 Section 18275)</p> <p>Power of Preschool programs do not usually have family support staff and it would be up to the program to bring in professional expert consultation support for staff.</p>	<p>Implement reflective practice and supervision</p> <ul style="list-style-type: none"> • All program design and management systems support the integration and infusion of reflective practice and supervision throughout the center • Reflective Practice is implemented as the organizational model, including sensitivity to context, commitment to growth and change, shared goals, open communication, commitment to reflecting on the work, and clear professional standards for staff • Reflective Supervision, incorporating the elements of reflection, regularity, and collaboration, is implemented as the supervisory model at all staff levels • Ratio of supervisees to supervisors is no greater than 6:1 • Individual Reflective Supervision is provided minimally once a month for all Educare staff, plus either a group or a second individual reflective supervision provided each month • Reflected in job descriptions and performance appraisals <p>Interdisciplinary approach to build effective teams among supervisors, teachers, family support, and others</p> <ul style="list-style-type: none"> • Strategies are implemented and documented to ensure staff understand the importance of multiple perspectives and have the skills to be successful in their interdisciplinary efforts • Education and family support staff meet regularly in order to discuss and understand the child in the context of his/her family, and conduct Family/Child Reviews (FCRs) for each child a minimum of 3 times a year • Parent conferences include family support and other appropriate staff as well as teachers • Staff receive consultation from professionals with specialized information and expertise

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS ATTACHMENT 3

	Power of Preschool	Educare Best Practices
<p>Language and Literacy Development</p>	<p>Preschool content and performance standards and curriculum articulated with Kindergarten through third grade standards.</p> <p>Infant/Toddler developmentally appropriate, and articulate with preschool standards:</p> <ul style="list-style-type: none"> • Provide developmentally and experientially appropriate activities that develop and support children's social-emotional, linguistic, cognitive, and physical (gross and fine motor) skills. This includes: <ul style="list-style-type: none"> ○ Accommodating the many individual learning styles and abilities of children by providing appropriate content that offers interesting and meaningful choices and experiences. ○ Involving children regularly in initiating, planning, and implementing activities and then reflect on what they have learned. ○ Creating a developmentally appropriate classroom-like setting for children in large enough peer group size that prepares them socially and educationally for kindergarten. Groups need to be of sufficient size to promote socialization skills and prepare children for experiences in Kindergarten classrooms. ○ Establishing appropriate blocks of time throughout the day that allow teacher-group (large and small) instruction, individual child-teacher interaction, child-initiated experiences, leisurely exploration of activities, and alternating periods of active and quiet activities. <p>Curriculum is determined at the local program level.</p>	<p>Language and literacy</p> <ul style="list-style-type: none"> • Intentional emphasis on language and literacy is evident in: <ul style="list-style-type: none"> ○ age-appropriate assessments ○ the curriculum and lesson plans ○ program planning ○ in all work with families ○ supervision of teaching staff • Adult and peer interaction, both verbal & non-verbal, is emphasized as central to language and literacy development • Master Teachers review assessment data, observe classrooms and provide direct feedback and coaching to individual teachers on strategies for promoting oral language, vocabulary, and early literacy

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS
ATTACHMENT 3

	Power of Preschool	Educare Best Practices
<p>Social-emotional Development</p>	<p>Use the CDE Desired Results system, which includes the child's developmental profile, the parent survey, an environment rating scale, an annual self-assessment, the development and implementation of an annual plan for each provider consistent with Title 5 (Chapter 19, Subchapter 12, Section 18279), and participation in an external review process. Describe use of, and alignment with, CDE "Desired Results System for Children and Families" as it is revised to reflect the preschool early learning standards, including:</p> <ul style="list-style-type: none"> • Use the new CDE early learning standards and Pre-Kindergarten Curriculum Guide (when available) that are articulated with California's Kindergarten through third grade standards. • Describe how staff-to-child and teacher-to-child ratios meet, or improve upon, State Preschool requirements (3.24) or a research-based alternative (e.g., 2:20). • Provide developmentally and experientially appropriate activities that develop and support children's social-emotional, linguistic, cognitive, and physical (gross and fine motor) skills. This includes: <ul style="list-style-type: none"> ○ Accommodating the many individual learning styles and abilities of children by providing appropriate content that offers interesting and meaningful choices and experiences. ○ Involving children regularly in initiating, planning, and implementing activities and then reflect on what they have learned. ○ Creating a developmentally appropriate classroom-like setting for children in large enough peer group size that prepares them socially and educationally for kindergarten. Groups need to be of sufficient size to promote socialization skills and prepare children for experiences in Kindergarten classrooms. <p>Establish appropriate blocks of time throughout the day that allow teacher-group (large and small) instruction, individual child-teacher interaction, child-initiated experiences, leisurely</p>	<p>Social-emotional development</p> <ul style="list-style-type: none"> • Social-emotional developmental theory informs all aspects of the program • Intentional emphasis on social-emotional development is evident in: <ul style="list-style-type: none"> ○ age-appropriate screening and assessments ○ the curriculum and lesson plans ○ program planning ○ in all work with families ○ Supervision of teaching staff ○ Operation of the program • Discipline and guidance policy is based on proactive, positive approaches to discipline, and all staff are trained annually on the policy <p><i>Engagement with parents and children</i></p> <ul style="list-style-type: none"> • The centrality of relationships is evident in the environment and in the behavior of all staff members • All staff are trained on fostering engagement with children and families, with attention to verbal, non-verbal and written communications, conflict resolution, and cultural contexts <p><i>Transitions are planned carefully</i></p> <ul style="list-style-type: none"> • Transition planning for all moves into, within and from the program begins at least 6 months in advance and involves parents and multi-disciplinary teams of staff

POWER OF PRESCHOOL PROGRAM REQUIREMENTS COMPARED TO EDUCARE CORE REQUIREMENTS
ATTACHMENT 3

	Power of Preschool	Educare Best Practices
	<p>exploration of activities, and alternating periods of active and quiet activities.</p>	
<p>Numeracy Development</p>	<p>Curriculum is determined at the local program level.</p>	<p>Numeracy and problem-solving</p> <ul style="list-style-type: none"> Intentional emphasis on problem-solving and numeracy skills development is evident in the program and curriculum; and are included in individual child strength plans and weekly lesson plans, and inform the design of group interactions.
<p>Integration of the Arts</p>	<p>Curriculum is determined at the local program level.</p>	<p>Integrating the arts</p> <ul style="list-style-type: none"> Intentional emphasis on the use of art experiences (drama, dance, music, story-telling, and visual arts) to foster development is included in the curriculum for 0-3 and 3-5 Community artists are incorporated into the program to provide live performances and to serve as classroom artists-in-residence Parents, families, and staff are provided opportunities to participate in arts activities
<p>Starting Early: Including Prenatal Services and Infants/Toddlers</p>	<p>5 Power of Preschool counties added infant and toddlers to their programs in 2010. Those counties are: Merced, San Francisco, Santa Clara, Ventura, and Yolo. Prenatal services the counties provide, if any, are not known.</p>	<p>Start early: emphasize prenatal services</p> <ul style="list-style-type: none"> In order to promote maternal & child health and well-being, Early Head Start services to pregnant women & newborns are provided by the program or through community collaboration Enroll infants as early as families require Provision of doula (childbirth assistant) services is recommended to build relationships with families and between parent and child as early as possible

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Race to the Top – Early Learning Challenge (RTT-ELC)

CALIFORNIA'S APPROACH

California's RTT-ELC grant application proposes a unique approach that supports a voluntary network of Regional Leadership Consortia (Consortia), each led by an established program that is already developing a quality rating system of its own. As part of this grant, the Consortia would expand their current areas of impact by inviting other programs to join their quality rating system or reaching out to mentor peer organizations in surrounding areas. The total number of children who would potentially be impacted by the grant is 1,792,489, or 65 percent of children under five in California.

California's application makes the case for a locally driven approach with three key arguments:

1. California has many diverse regions, each with its own politics, economy, and labor market. A one-size-fits-all approach will not work.
2. To be successful, local consortia must maintain control over their own improvement process.
3. California must be fiscally responsible and should not agree to any spending commitments beyond the grant period.

CALIFORNIA'S AWARD

California requested \$100 million and was awarded \$52.6 million, with \$84 million originally intended for the Consortia. The lower award reduces the local funding to approximately 74 percent of the grant amount.

CALIFORNIA'S PLAN: LOCAL ACTIVITIES

▪ Local Quality Rating and Improvement System (QRIS)

Over 73 percent of California's RTT-ELC grant funding will be spent at the local level to support programs that are already implementing a local quality rating and improvement system. Funding will support a network of 16 Consortia utilizing a common "Quality Continuum Framework" to develop and operate local QRIS. By joining California's Race to the Top effort, the Consortia will voluntarily agree to set local goals to improve quality of early childhood education programs that include specified common elements in a local quality rating system. The focus will be in three areas of program quality:

1. child development and readiness for school;
2. teachers and teaching; and
3. program and environment quality.

CALIFORNIA'S PLAN: STATE ACTIVITIES

California will use a portion of the RTT-ELC grant funds to make the following one-time investments in state capacity:

▪ Home Visiting

Provide training to local home visiting staff of the California Home Visiting Program on implementing the Program for Infant/Toddler Care (PITC) practices and on the "Three R's of Early Childhood: Relationships, Resilience, and Readiness" (Three

Race to the Top – Early Learning Challenge (RTT-ELC)

R's) models and module development of the Three R's focused on home visiting.

- **Screening Tool Distribution**
Secure "Ages and Stages" screening tools and materials from the publisher for distribution to California Department of Education, Child Development Division contracted programs and local Consortia members.
- **Curricula Development for Higher Education**
Facilitate and coordinate unit-based course alignment for three additional child development unit-based courses:
 1. infant/toddler;
 2. children with special needs; and
 3. program administration.
- **California Collaborative for the Social and Emotional Foundations of Early Learning (CSEFEL)**
Provide regional support for implementation of the CSEFEL teaching pyramid in local Consortia.
- **Community Care Licensing Web site**
Enhance the California Department of Social Services (DSS), Community Care Licensing Division Web site to include educational and training materials for consumers and providers.
- **Central Repository for Kindergarten Readiness Information**
Update the California Longitudinal Pupil Achievement Data System (CALPADS) to accommodate the Kindergarten entry assessment information (DRDP-SR).
- **PAS/BAS Training for Mentors**
Provide "Train-the-trainer" instruction on the Program Administration Scale (PAS) and the Business Administration Scale (BAS) tools to Director Mentors and Family Child Care Home Mentors to support administrative technical assistance to local Consortia, participating centers, and family child care homes.
- **Electronic Training Materials on Existing Content**
Develop online training materials for existing content in order to diminish barriers to access.
- **Comprehensive System of Personnel Development for Early Start**
Provide coordinated training for early intervention program staff and support implementation of best practices in developmental and health screening at the local level in collaboration with the local Consortia.
- **Evaluation**
Support analysis of the local QRIS project outcomes, as described in the Early Learning Challenge Regional Leadership Consortia project above.

**RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)
VISION, GOAL, & LOGIC MODEL**

California's RTT-ELC High Quality Plan's Vision

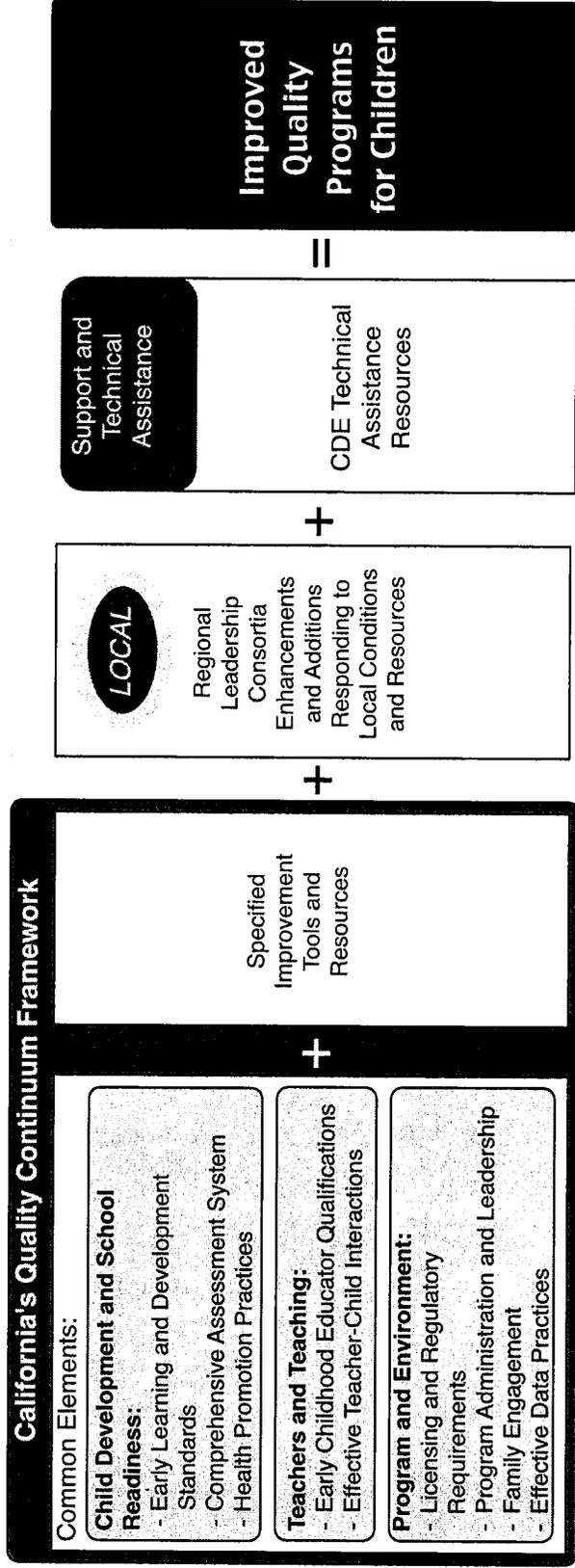
California's early learning agenda is rooted in the following vision: All children in California will thrive in early learning programs, be ready for kindergarten, and be proficient in third grade by growing up healthy and being given opportunities for high quality early learning.

The four essential components of this vision are: 1) building a high-quality early learning system; 2) connecting early learning with K-12; 3) increasing access to quality programs; and 4) providing comprehensive support for the development of the whole child. (RTT-ELC Application, pg. 39)

California's RTT-ELC High Quality Plan's Goal

Ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond. (RTT-ELC Application, pg. 41 and 72)

California's RTT-ELC High Quality Plan's Logic Model



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Challenges Lie Ahead for Early-Learning Grant Winners

By Lesli A. Maxwell

The nine states splitting \$500 million in Race to the Top early-learning grants must now deliver on a slate of ambitious promises to improve the quality of early-childhood education for tens of thousands of low-income children who rely on a patchwork of publicly financed child-care and preschool programs.

By awarding millions of federal dollars to the states with winning bids for the Early Learning Challenge grants, the U.S. Department of Education is providing opportunity for—and exerting high-profile pressure on—California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island, and Washington state to prepare more of their low-income and at-risk children for success as they enter kindergarten.

The states in the winners' circle—27 other states and the District of Columbia also competed but did not win grants—face many challenges as they try to put into practice their pledges to set standards, improve teacher quality, assess school readiness, and expand access.

"Unknown budgets will be a barrier for many states, and bringing so many different people, agencies, and programs together in ways that they never have before will make meeting all the commitments they've made in their plans a big challenge," said Laura Bornfreund, an early-education policy analyst for the New America Foundation, a Washington think tank.

Likewise, creating consensus around a definition of school readiness and measuring that is a work in progress in every state. So is ensuring that the new initiatives jump-started with the federal windfall can last beyond the four-year life of the grants, early-childhood experts say.

"All of these states are in for a major undertaking," Ms. Bornfreund said.

Rating Program Quality

At the heart of every state's initiative is a plan to design or expand public rating guides that parents and others can use to judge the quality of early-childhood programs. Most states' systems will use stars to rate programs, similar to the way restaurants and movies are graded.

The guides—called Quality Rating and Improvement Systems, or QRIS—will vary by state, but broadly they must outline standards of quality for early-childhood programs and rate how each program measures up to them. The rating systems must include tiers that clearly delineate the quality of early-education programs. The more standards a program

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meets, the higher the rating it will receive.

Many of the winning states, including Delaware and Massachusetts, have pledged to provide strong incentives for early-childhood providers to take part in the rating systems by offering financial rewards, professional development, and higher reimbursement rates to those that do.

Maryland and North Carolina are years ahead of most other winners when it comes to having a system in place for rating quality, said Harriet Dichter, the vice president of the Ounce of Prevention Fund, a Chicago-based early-childhood-advocacy group.

Those two states, along with Massachusetts and Washington, will also benefit from having merged the oversight of their diverse range of early-childhood programs into one office. In many states, multiple agencies oversee a myriad of public and private early-childhood programs, such as the federally funded Head Start and Early Head Start programs, state-financed prekindergarten, nonprofit and for-profit centers, and family child-care providers.

"Those are huge assets to have as these states move forward," Ms. Dichter said. "But every state will be challenged in their efforts to integrate the various pieces of their plans. You don't create high-quality early-childhood education for at-risk kids by doing only one thing. It all has to work together."

Ahead of the Game

North Carolina—widely seen as a leader in early-childhood education—has had its rating system for more than a decade, and 78 percent of the state's providers already participate in it, said C. Robin Britt, the chairman of the state early-childhood advisory council. The state is one of a few that require providers to join in the rating system as a condition of basic licensing. It will make its rating system more rigorous in the upper tiers by, among other changes, adding standards related to family engagement.

"Providers are going to have to have meaningful opportunities for families to be involved with their child's experience to earn the higher ratings," Mr. Britt said.

North Carolina is one of three states—Maryland and Minnesota are the others—that will target extra resources to distinct regions. Mr. Britt said North Carolina will set up a "transformation zone" in the state's northeastern counties where communities are poor and rural.

"We want to home in on these distressed communities where there have historically been very few resources for early childhood," he said.

A major challenge for North Carolina is the fate of its prekindergarten program. The state legislature slashed spending on prekindergarten last summer—cutting more than 5,000 children out of the program—and added a fee requirement as part of its strategy to close a budget shortfall. A state judge ruled that the fee was unconstitutional, a decision currently under appeal.

In Maryland, early-childhood officials will funnel extra resources to school attendance areas with high concentrations of Title I schools, said Rolf Grafwallner, an assistant state superintendent who oversees early-childhood programs.

"When you are in a low-income neighborhood, there is a tremendous scarcity of high-quality programs for young children," Mr. Grafwallner said. "Our aim is to get the programs that exist there into [the rating system] and provide supports to them so they can improve and move up the ratings scale."

Maryland will also partner with Ohio to develop a new kindergarten entry assessment to measure how well young children are prepared for school and how well individual programs have prepared them.

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Best Practices Case Study

Connected Learning Digital Content Strategy

California—a state that many observers did not expect to see among the winners of the federal grants—is taking a regional approach. Sixteen regional “consortia” made up of early-childhood providers and other groups like school districts and county offices of education will devise local rating systems based on guidelines provided by the state, said Camille Maben, the director of the child-development division in the California Department of Education.

The state’s standards, or “foundations,” for infant, toddler, and preschooler development, must be incorporated into the local rating systems, including those that are specific to young English-language learners. The local systems must also use a school-readiness tool that relies on observations of new kindergartners to determine how they are doing in math, language and literacy, and social and emotional development. Those observations will also grade how well the early-childhood programs that students participated in prepared them.

The local consortia will largely decide which standards must be met before providers can move from one quality tier to the next in the rating systems, Ms. Maben said.

But questions about the long-term budget stability and sustainability of the new early-childhood initiatives hang over California more than any other winning state. The state

has been mired in a fiscal crisis for five years, a situation that has subjected early-childhood programs to deep spending cuts, Ms. Maben said. It is also the only winning state to be awarded less money than it requested, having received \$53 million of its \$100 million request. That has prompted a few of the local consortia to reconsider their participation, Ms. Maben said.

“Even with less money to work with, I’ll be surprised if any of them decides not to go forward,” she said. “This is the best bang for the buck when it comes to getting children ready for success in school.”

Ms. Dichter, of the Ounce of Prevention Fund, said the fact that 36 states and the District of Columbia applied for the grants and that most submitted strong applications underscores the need for more investment in early-childhood programs. The recently approved federal budget for the fiscal year that began Oct. 1 appropriates \$550 million for a new round of Race to the Top awards in 2012. Early-childhood advocates hope some of that money might be set aside for additional early-learning challenge grants.

“The biggest takeaway from this entire competition is that early childhood needs much more money than what was available in this round of Race to the Top,” Ms. Dichter said.

“The pool of applicants was very good beyond the nine winners.”

Vol. 31, Issue 15

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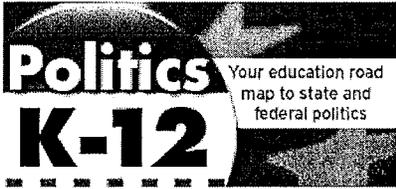
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- “Advocates Split on Age-Focus in Race to Top Early-Ed. Contest,” (Early Years Blog) July 19, 2011.
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ICARE Network Session

When: **Monday, January 23, 2012**
9:30 a.m. to 12:00 noon

Where: Superior Court Building
600 S. Commonwealth Avenue
Los Angeles, CA 90005
2nd Floor Conference Room

Topic: ***Mental Health Partnerships/Perspectives and
Early Care and Education Programs***

Speakers: Tim Kovacs, Assistant Director
Baldwin Park Unified School District

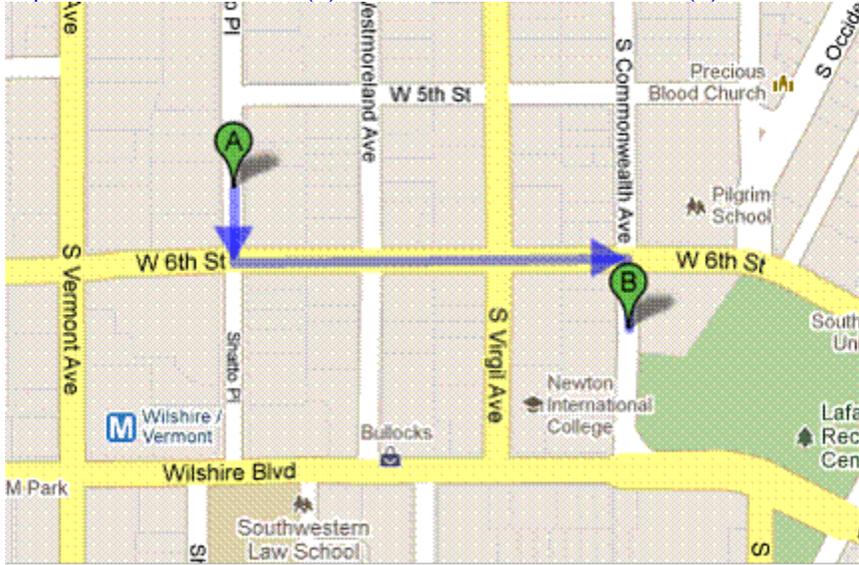
Dora Jacildo, Executive Director & Lisa Taub, LCSW
Children Today

Please see attached message from Sam Chan

Parking Options:

1. \$16 parking at 600 S. Commonwealth Avenue
2. Free parking at **523 Shatto Place** (3-1/2 blocks away – see map below)
 - ◆ RSVP to Marguerite Van Langenberg at MVLangenberg@dmh.lacounty.gov
by Wednesday, January 18, 2012 with your car's:
 - Make
 - Model
 - Color
3. Private parking options in the neighborhood (prices fluctuate regularly, but generally are around \$8)

Map from 523 Shatto Place (A) to 600 S. Commonwealth Ave. (B)





SAVE THE DATE: February 27, 2012

The Infant Development Association of California

Announces

**Vivian Weinstein Leadership Day:
Critical Road Map Options for Early Childhood**

Vivian Weinstein was a visionary and leader in recognizing the high-stake benefits and barriers to accurate information, planning, and collaboration from policy to service across the Early Care & Education (ECE) Community 0 to 12. In her honor this Leadership Day brings together leaders from the field – legislators, administrators, supervisors, interested staff, students, and parents – to learn from each other, join the discussion, and find strength and partnerships for the critical years ahead.

Are you wondering . . .

- How can I continue providing services for our children and families?
- What do I need to know?
- Where can I get help?
- How can we join forces within our community? and
- What is “co-opetition” and how can it work for me?

Sponsored by the **Infant Development Association of California (IDA)** and the **Southern California Association for the Education of Young Children (SCAEYC)**

Leadership Day will address:

1. Critical issues facing the ECE Community 0-12
2. What is occurring regarding funding at the Federal and State Level
3. Challenges and opportunities in Education, Mental Health & Social Services
4. Issues related to Dual Language Learners
5. Sustainability.....Survival
6. Common messages and an Action Plan for the ECE Community

When: February 27, 2012

Where: California Endowment, 1000 N. Alameda St., Los Angeles, California 90012

Time: 8:00 am – 4:30 pm (Registration 8:00-9:00 am)

Registration fees include: Luncheon, refreshments and parking

Early Bird – prior to January 21, 2012 – IDA member \$90.00, non-member, \$125.00

After January 21, 2012 – IDA member \$125.00, non-member \$150.00

REGISTRATION FORM

Register by mail, fax or online at www.idaofcal.com
CEU and complete IDA contact information listed below

Vivian Weinstein Leadership Day: Critical Road Map Options for Early Childhood February 27, 2012

Mail Registration to or Register on line:
IDA, P.O. Box 189950, Sacramento, CA. 95818-9550
Phone (916) 453-8801 and Fax (916) 453-0627 Website: www.idaofcal.org

Early Bird – Prior to January 21, 2012

- IDA Members - \$90.00 IDA Membership # _____
 Non-IDA Members- \$125.00

After January 21, 2012

- IDA Members - \$125.00 IDA Membership # _____
 Non-IDA Members- \$150.00

Payment: Check (Payable to IDA) Visa MasterCard AMEX DiscoverCard
Card Number _____

Expiration Date _____ VIN# (3-digit code or 4-digit code - AMEX) _____

Billing Address _____

Zip Code _____

Name _____ Title _____

Organization _____

Address _____ City _____ State _____ Zip _____

Phone _____ Fax _____

E-mail _____

Accessible services and Materials (interpreter, large print, other) 15 working days notice must be given to make arrangements. Describe _____

CEU's - Additional fees and on-site registration required to apply for CEUs

California Board of Registered Nursing - IDA is a provider approved by the California Board of Registered Nursing, provider #CEP-12786. The course meets the qualifications for 6 hours of continuing education credit for Nurses, as required by the California Board of Registered Nursing.

California Board of Behavior Sciences - IDA is a provider approved by the California Board of Behavioral Sciences, provider #PCE-1516. The course meets the qualifications for 6 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

California Speech-Language Pathology and Audiology Board - IDA is a provider approved by the California Speech-Language Pathology and Audiology Board, provider #PDP 248. The course meets the qualifications for 6 hours of professional development credits for SLPs.

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CEU refund requests that are received in writing within 30 days of the course will be processed, less a \$5.00 processing fee.

Certificate of Completion

A certificate indicating the number of hours of training will be provided to every participant.

Confirmations

You will receive a registration confirmation by email or by FAX with directions to the training location.